



SENDCO & HEAD OF LEARNING DEVELOPMENT DEPARTMENT

MAIN SCALE/UPS + SEN ALLOWANCE + TLR

FULL TIME, PERMANENT

STARTING SEPTEMBER 2024

NASENCO QUALIFICATION ESSENTIAL

SAFEGUARDING

Harlington School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All job offers are provisional until such time as the school has undertaken appropriate safeguarding checks and is satisfied that successful candidates are suitable to work with children and young people.

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PINKWELL LANE, HAYES, MIDDLESEX, UB3 1PB



WELCOME FROM THE HEADTEACHER

Welcome prospective colleague, to quite possibly your next role and a life changing experience for both yourself and our students. Thank you for showing an interest in joining our team and working alongside us here at Harlington School. If successful you will be joining a dynamic, diverse and passionately committed team of highly professional staff. All of our staff place our students at the heart of everything we do.

Our vision is to enable each and every one within our School community to 'Be the BEST version of themselves'. Be it ourselves as staff or our students, we believe in being the best in ourselves so that we can bring positive solutions to make the world a better place. In an ever-changing world we aim to keep moving forward and to be part of the positive solutions...

We look after our staff here, using coaching and joint collaboration model for improving professional practice and pedagogy. Middle and senior leaders work hard to support staff with behaviour management to ensure you have the skills and support to teach without interruption. We see professional development for all associate and teaching staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority; colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations, and we have a stable staffing with low annual turnover.

Harlington School has a responsibility for, and is committed to, safeguarding and promoting the welfare of students and young people, and ensuring that they are protected from harm. All positions are subject to an enhanced DBS check and we take pride in being an equal opportunities employer.

Harlington has undergone significant transformational change over the last few years coupled with significant improvement in progress outcomes and examination results. Anticipating moving into our new building in November 2023 (phase 1/2), we are a happy, successful and popular oversubscribed school, with waiting lists in every year group. Much of this has been due to the successful inclusive culture fostered over many years by the staff and students at Harlington.

Our teaching and student facing staff aim to deliver quality first teaching approaches that builds both the keys to successful academic outcomes alongside the stability and resilience to thrive as an independent successful contributing adult. Our associate staff work tirelessly to deliver a professional, outstanding quality of practice with the students at the heart of their work, understanding that regardless of role our priority always remains the safety, wellbeing and improving the life chances of our students. It is these common goals and the ability to see challenges as opportunities rather than barriers that enables our collective and unified response, built over many years of dedication to the students of our Harlington School community.

Where we support, coach and promote successfully from within, we are also in the position to recruit transformational staff who can support, build on and enable our continued growth and change. We look for individuals with the capacity and drive to succeed, see solutions rather than problems, and are glass half full individuals with the ability to recognise that regardless of role, our students are paramount and that they have solutions to enable a better tomorrow.

We work hard, but the rewards are immense. We aim to maintain a work life balance so that in protecting each other we enable us to be at our best professionally and committed in the time we are here. We have a supportive culture where staff wellbeing is augmented by our commitment in constant improvement to keep moving forward.

We welcome contact prior to application (email recruitment@harlingtonschoool.org) – please contact HR if you would like to see us in action, and we'll do our best. I would like to wish you every success in your future career, and look forward to receiving your application if you choose to apply for this position.

Yours sincerely,

Mr A DOnofrio
Headteacher



THE ROLE

SENDCO & HEAD OF LEARNING DEVELOPMENT

SALARY: Main Scale/Upper Pay Scale – depending on experience + SEN ALLOWANCE + TLR

If staff are successfully recruited via an agency, we expect that a proportion of the finders' fee will be reimbursed to the school if you leave (except by mutual consent) within 2 academic years.

HOURS: Full time, permanent.

This is a full time, permanent appointment, with contractual obligations based upon the Teacher 'Burgundy Book' conditions of employment.

SCHOOL AND DEPARTMENT:

It is an exciting time to join the team at Harlington School. With a new Headteacher in post since Summer 2022, a new building opened in October 2023 and a new vision for the school, it is the perfect time to join our journey. Harlington is a happy, successful and oversubscribed school, where staff retention rates are excellent. We are a dynamic and passionate team of associate and teaching staff, who put the students in our Harlington family at the heart of everything we do. We employ colleagues who have a passion for working in a diverse, multicultural school.

APPLY:

Applications are to be made electronically using the school application form available on the website. All enquiries and applications via email only to: recruitment@harlingtonschool.org. Applications can also be made on TES. If you require any further information or wish to discuss this role in more detail please contact the Director of HR and Admin, Vanessa Chettiar via the recruitment email.

We are committed to safeguarding and promoting the welfare of children, and to equality of opportunity. Enhanced DBS clearance will be required. No agency enquiries. CVs alone will not be accepted.

CLOSING DATE: 20TH MAY 2024

INTERVIEW: TBC

SHORTLISTING AND INTERVIEWS MAY TAKE PLACE BEFORE CLOSING DATE FOR SUITABLE CANDIDATES.

SELECTION AND INTERVIEW PROCESS

APPOINTMENT PROCEDURE

The appointment procedure will be based on the following activities:

- Shortlisting based upon skills and experience that meet the person specification and job description
- Suitable references and safeguarding checks occurring prior to, during and after the interview process.
- Lesson observation and discussion/reflection meeting, to explore your current practice with you
- Interview panel if calibre of teaching and reflection is good, in line with the experience of the candidate.
- HR meeting.

Please note that we shall be following up references after shortlisting has taken place. Please ensure that you complete all sections of the application form. Gaps in employment history will be explored with you at interview, and we ask that you bring copies of your qualification certification with you – thank you.



JOB DESCRIPTION

JOB PURPOSE

Specific leadership tasks and responsibilities are negotiated annually with the Headteacher, in line with the needs of the school). This Job Description should be read alongside the requirements for either main scale or post threshold teachers, as appropriate.

Heads of Faculty play a major role, under the direction of the senior leadership team, in establishing the aims and objectives of the faculty to reflect the overall aims and objectives of the school and in implementing appropriate policies and procedures to ensure the achievement of these objectives. S/he shall lead the staff appraisal arrangements within her/his faculty and set challenging targets to ensure that staff are motivated to deliver education to the highest possible standard in accordance with the objectives included within the school's development plan.

The Head of LDD/SEND/CO shall support the Headteacher and senior team in shaping the delivery of SEND provision within the school and shall work with pastoral and faculty staff as appropriate. They shall develop and implement strategies to ensure that all students, including those with special educational needs, difficulties or disabilities, have access to the full range of curriculum provision and educational resources.

The postholder shall keep abreast of relevant national and local developments, advise the senior team on relevant legislation and other matters, and contribute to the strategic development planning process. They shall assist the headteacher and governors in formulating appropriate provision and development priorities, to ensure equal opportunities and the implementation of identified personalised learning.

RESPONSIBILITIES

- Heads of Faculty are part of the middle, and wider leadership team (the Leadership Committee) that is responsible for the strategic and day to day operational leadership of their faculty and the school as a whole.
- Heads of Faculty are responsible for the quality and development of high calibre teaching that leads to excellent student progress in the subjects delivered in their faculty. When developing work streams, workload and wellbeing must be a key consideration when planning the work that we do, and that we ask colleagues to undertake.
- The Leadership Committee is a highly visible team, that works to support one other, and all staff in the pursuit of providing excellence to all of our students. We seek to be 'out and about', rather than predominantly office – based when the students are in school.
- Heads of Faculty are teachers as well as leaders, and as such are high calibre classroom practitioners that are held in high regard by other staff for the quality of their teaching and student outcomes. As such they are expected to prepare and deliver high calibre learning experiences that stretch and challenge students' educational development, and lead to excellent progress and outcomes in public examinations. All teachers must have high expectations of work completion, behaviour, conduct and positive attitudes to learning from all students.
- All leaders are responsible for developing emotional and behavioural self – regulation, so that our students are fully equipped to take their place in the wider world, being able to communicate, listen and have a high regard for other people at all times. All staff are expected to model appropriate behaviour and to engage in restorative practice as well as consistently upholding the rewards and sanctions outlined in our behaviour policy.
- All leaders should recognise and relish both the rewards and the challenges of educating adolescents, and be committed to guiding, mentoring and supporting our young people on their way to their adult lives. It goes without saying that the staff we employ are committed to the highest standards of awareness and action in respect of safeguarding children, and to keeping up to date with the latest guidance to keep children safe from harm.
- All leaders should also be committed to working with others in a supportive manner, even when holding colleagues to account. They should be committed to regular reflection to develop best leadership and pedagogical practice. Finally, we expect that all staff adhere to professional expectations in matters of courtesy and conduct.



KEY TASKS

- Maintain the SEND register and appropriate, updated records on all students with identified special needs.
- Ensure, through literacy screening, classroom observations and communication with faculties the appropriate identification for students' individual barriers to learning in accordance with the SEND code of practice.
- Lead on the access arrangements process and work with teaching staff, support staff and the exams officer to ensure that approved access arrangements are put in place for internal school tests, mock examinations and public examinations.
- Ensure effective communications with parents and contribute to in-service training for teachers and support staff.
- Monitor and evaluate SEND provision and ensure strategies are adopted to ensure high quality teaching and learning. S/he shall lead and advise curriculum leaders and their teams in the development of appropriate strategies, methods and resources for differentiation.
- Ensure appropriate provision for linguistically diverse students.
- Liaise with, and manage the contribution of, external agencies, providers and workers, including medical and social service, ensuring appropriate evidence-based interventions are in place for students with SEND, including speech language therapies, social communication, occupational and physical therapies, and others as directed by other professionals.
- Attend courses and meetings and disseminate information to the SLT line manager, headteacher and the wider staff.
- Monitor and evaluate the quality of learning and teaching in SEND and assist teachers in writing and monitoring individual education plans (IEPs).
- Support reporting by the SLT line manager at least annually to the governing board, on performance relating to the school's provision for SEND.
- Contribute to the school's policy for raising achievement, especially for students falling within the post holder's remit and s/he shall co-ordinate and provide appropriate learning opportunities for the students concerned.
- Contribute to all aspects of school leadership and management as part of the school leadership team.
- Contribute to the school's self-evaluation process and to the annual school development plan.
- Contribute, as required, to the development of whole school initiatives.
- Have overall responsibility for all SEND teaching and learning within the faculty.
- Ensure, through the effective operation of assessment, recording and reporting systems that all students within the faculty meet agreed targets, both individually and across the faculty, and shall ensure that schemes of work include provision for personalised learning.
- Ensure that all members of the faculty are performing as effectively and efficiently as possible and ensure to the best of her/his ability, that the faculty staffing resources are appropriately allocated to fulfil its function within the school.
- Keep abreast of national strategy and developments impacting on her/his subject area/s and ensure information is communicated to the faculty and whole-school staff, and the faculty is responsive to such developments.
- Contribute to curriculum development and timetabling as required.
- Oversee the preparation of schemes of work and lead, develop and enhance the teaching of other teachers and HLTA's within the faculty.
- Work within the school's professional development programme to ensure that s/he and the members of the faculty keep their knowledge and expertise up-to-date.
- Play a key role in the appointment of staff within the faculty, and shall put in place arrangements for the mentoring of newly qualified and trainee teachers within her/his subject area/s as required.
- Represent the interests of the faculty within the wider management of the school, and participate in any collaborative arrangements with other schools which may benefit the development of the faculty.
- Agree appropriate professional targets annually with the appropriate senior leader, who will monitor and review her/his performance in accordance with the school's appraisal policy.
- Manage the departmental/faculty budget/s and ensure value for money in resourcing the faculty.
- Contribute as appropriate to whole-school initiatives such as induction days and shall encourage extra-curricular activities and educational visits within the school guidelines.
- Responsible for all aspects of health and safety within her/his faculty.



- Attend and actively contribute to the Leadership Committee, and also the school quality assurance processes.
- Visible and highly supportive presence around the school, particularly when students are in attendance; this includes 'settling the school', and providing support for staff when requested.
- Ensure that the faculty adhere to, and are consistent in adhering to the school's agreed behaviour policies.
- Play a full part in year group pastoral care as allocated.
- Adopt a proactive and robust enquiring approach to all aspects of safeguarding, reporting and managing concerns where required.
- have an absolute commitment to promoting the ethos and values of the school, in all stakeholder engagement and in the wider community.

REVIEW OF THE JOB DESCRIPTION

This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post-holder may be required to undertake additional duties as required by the Headteacher. This job description will be reviewed and updated as required, in consultation with the post-holder and the Headteacher.

Person Responsible: Headteacher.

LINE OF RESPONSIBILITY

The Postholder is directly responsible to the Deputy Headteacher or Assistant Headteacher allocated as a line manager.

LINE MANAGEMENT

The postholder shall line manage SEND teaching staff and support assistants and appraise their work as required. Direct line management for the Lead LSAs and SRP Lead.



PERSONAL SPECIFICATION

Personal and Interpersonal Qualities – all posts	Essential	Desirable
Be prepared to adopt and support the core values of Harlington School, in order to play your part in providing high quality education and support to our students and other staff colleagues	✓	
Understand, promote and uphold policies for safeguarding children and young people	✓	
Maintaining absolute confidentiality and integrity; being trustworthy and honest.	✓	
Excellent interpersonal and communication skills; a non – judgemental team player	✓	
Positive, 'can do' approach to tasks and workstreams	✓	
Calm and patient; emotionally resilient in challenging situations	✓	
Energetic, enthusiastic and good attendance and punctuality.	✓	
Professional in attitude, conduct and appearance – a role model to young people	✓	
Planned and organised approach to workload	✓	
Excellent written and verbal communication skills	✓	
Good ICT skills	✓	
Thinking laterally and open to new ideas and approaches	✓	
Committed to professional training and development	✓	
Committed to equality and diversity	✓	

Qualifications, Understanding and Experience	Essential	Desirable
Appropriate First degree (2ii minimum pass)	✓	
Qualified teacher status.	✓	
NASENCO qualification or NPQ (National professional qualification from Sept 2024)	✓	
A continued commitment to, and evidence of, ongoing professional development.	✓	
SEND Teaching experience within the designated age range, preferably in a diverse urban school	✓	
Experience of organising SEND provision, including preparation of IEPs, Annual Reviews, and working with Local Authorities, with knowledge of the legal issues relating to the SEND Code of Practice and its statutory and regulatory frameworks.		✓
Awareness/Experience of exam access arrangements		✓
Experience of successful engagement and teaching of students with ASD, ADHD and Communication & Cognitive delay		✓
Understanding of child-safeguarding issues and successful measures that promote and ensure the safe-guarding of children	✓	

Knowledge, Skills & Understanding Relevant to the Job
Set high expectations and inspire, motivate and challenge all staff and students, in the faculty by:
<ul style="list-style-type: none"> Establishing a safe and stimulating environment for students, rooted in mutual respect. Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.
Promote good progress and outcomes by students in the faculty by ensuring that the team are:
<ul style="list-style-type: none"> Accountable for students' attainment, progress and outcomes. Aware of students' capabilities and their prior knowledge, and plan teaching to build on these. Guiding students to reflect on the progress they have made and their emerging needs. Encouraging students to take a responsible and conscientious attitude to their own work and study. Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.
Ensuring that staff in the faculty demonstrate good subject and curriculum knowledge, by:
<ul style="list-style-type: none"> Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining staff and students' interest in the subject, and addressing misunderstandings.



- Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
- Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, articulacy and the correct use of standard English.

Ensure that all staff in the faculty plan and teach well-structured lessons by:

- Imparting knowledge and developing understanding through effective use of lesson time.
- Promoting a love of learning and student's intellectual curiosity.
- Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).
- Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflecting systematically on the effectiveness of lessons and approaches to teaching.

Ensuring that all staff in the faculty adapt teaching to respond to the strengths and needs of all students by:

- Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.
- Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.

Make accurate and productive use of assessment in the faculty by:

- Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements.
- Making use of formative and summative assessment to secure students' progress.
- Using relevant data to monitor progress, set targets, and plan subsequent lessons.
- Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.

Manage behaviour effectively in the faculty to ensure a good and safe learning environment by:

- Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.

Fulfil wider professional responsibilities by:

- Making a positive contribution to the wider life and ethos of the school.
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Communicating effectively with parents with regard to students' achievements and well-being.
- Deploying support staff effectively.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.



FACULTY BACKGROUND INFORMATION

LEARNING DEVELOPMENT OVERVIEW

Harlington School supports the inclusion of all students including those with Special Educational Needs. The school supports students with a wide variety of physical, sensory, learning, emotional and mental health needs. (These include SEND needs and Education, Health Care Plan (EHCP). The school also has a dedicated Specialist Resource Provision (SRP) funded by the Local Authority to cater for the needs of up to 7 students with Physical and /or Sensory Disabilities.

We are building our provisions to support a more diverse range of needs across our student profile and are looking forward to developing our therapies for students with Autistic Spectrum Disorder.

It is our intention that all students regardless of their individual needs are given the opportunity to thrive within all aspects of our school alongside their peers.

SUPPORT

At Harlington, SEND students are mainly supported in-class, across the curriculum. We feel that students need to know what they are aiming for (their targets) and what they are going to be learning as well as how well they did and how they can improve in each subject area to attain their best achievements.

Our Learning Development Department team also provide Speech and Languages Therapies, Literacy Interventions and Social and Emotional Communication skills. We look to the talents and experience our team to constantly review and develop our work utilising best practice through training and research - based programmes utilising within class support and one to one provisions.

Currently we deliver Ruth Miskin, Lego Therapy and accelerated reading programmes, as well as delivering occupational health, physio and SALT programmes in line with external specialist service level agreements. We have Braille facilities, and all Welfare Learning Support Assistants undertake moving and handling training on an annual basis.

We celebrate children's successes within classes, team assemblies and whole school 'Celebration of Achievement Awards'. SEND children are always involved in termly awards and Annual Prize giving.

STAFFING

Currently the department is made up of a full time SENDCo, Assistant SENDCO, 2 Higher-level Teaching Assistants, 3 lead LSAs, 5 Welfare Assistants for our SRP, 10 Learning Support Assistants and 1 SEND Administrator.

Further information can be found on the Harlington School website under SEND information.



SCHOOL BACKGROUND INFORMATION

Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. Currently we employ approximately 162 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are an IQM Flagship School, an ArtsMark Gold School and are pleased to be in receipt of the Schools' Wellbeing Award. In September 2018 we were featured in the Parliamentary Review:

<https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent OfSTED Section 8 inspection in April 2018, the school was judged as continuing to be Good.

<https://reports.ofsted.gov.uk/provider/23/102451>

NEW TO THE TEACHING PROFESSION?

Your training and development needs are fully supported in your ECT years and beyond. We have a full time professional tutor in addition to your faculty mentor, to guide and support you and there is a weekly ECT training programme in addition to other professional development programmes. Loadings are reduced, and we give you a classroom that is located near to more experienced staff in the faculty. Wherever possible we look at not only the number of periods you teach but also the number of classes that you are responsible for, in your first year.

We actively promote collaborative and reflective practice, and support colleagues who are new to the profession in developing positive relationships and effective behaviour management strategies, as well as developing effective techniques to reduce workload. We know that the first couple of years in the profession are hard work as you develop your craft, and we encourage you to share in your successes, but also not be afraid to ask for help if you need it.

We offer the opportunity of paid employment for the last three weeks of the summer term prior to September contracts commencement.

TEACHING STAFF: LEARNING, ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Teaching is good at Harlington as a result of a whole school commitment to continual discussion and improvement of the teaching craft. We have reduced teacher loadings for many teachers to create a weekly Joint Planning Time for subject areas during the school day, and we have used our training day provision to create regular Teacher Development meeting slots after school. We have a Teaching Team comprising of Lead Practitioners and a Professional Tutor who are highly regarded for their support and CPD programmes for all staff. Staff who are relatively new to the profession are given time, energy and care to support their training. We very rarely ask teachers to teach outside of their specialism, and we are investing heavily in developing a trust based, coaching model. As a result, teaching quality has further strengthened since OfSTED judged it to be good in 2015, and this was reconfirmed in the recent 2018 Section 8 visit. We are highly regarded by Teach First and a number of universities, who place large numbers of Beginner Teachers on placement with us. Staff are encouraged and supported to gain additional qualifications, and we currently have staff undertaking National Professional teaching accreditations, as well as Lead Practitioner and Masters' Degrees. There are 'step up' programmes for emerging middle and senior leaders, and coaching opportunities for the Middle and Senior Leadership



Team. Preparation for Headship is established, with 4 colleagues either undergoing or have completed NPQH, the 'Head for a Day' Programme.

We are developing our virtual learning platform, migrating to Microsoft Teams this year for student communications, remote learning and pedagogy to provide a wider range of curriculum resources to students. We are actively moving away from 'marking' to 'feedback', and developing best practice in moderating students' work when evaluating progress.

ASSOCIATE STAFF: ETHOS, VALUES AND PROFESSIONAL DEVELOPMENT

Associate staff are expected to be committed to supporting and educating young people, whether or not their job involves working directly with the students. Everything that we do is to provide a high quality educational experience for our students. Associate staff are encouraged to develop their own professional development and have equal access to the staff development budget. We are currently supporting entry level and higher level apprenticeships in finance and learning support, and we have a great track record in supporting staff into teacher training from a learning support assistant background. Industry accreditations such as CLEAPPS and HAS training is also encouraged and supported.

HOW TO FIND US

Harlington School is situated at the southern end of the London Borough of Hillingdon, near the M4 and Heathrow Airport. We have good access to London to our east by road, rail and underground. There is also easy access to the countryside of Berkshire, Buckinghamshire and Hertfordshire via the M4 and M25.

BY BUS

U4 Uxbridge – Prologis Park via Hayes & Harlington Station.

BY RAIL

Hayes & Harlington Station from Paddington, Ealing, Reading and Slough.

BY CAR

Exit M4 Junction 4, following signs towards Hayes.

If you wish to use your Sat Nav to find us, use postcode UB3 1PB. Please park in the car park accessed from Dudley Place.

